DOCUMENT RESUME

ED 204 084 RC 012 800

AUTHOR Babcock, William
TITLE Day Camp Manual: Program. Book IV.
INSTITUTION Ontario Ministry of Culture and Recreation, Toronto.
PUB DATE 74
NOTE 68p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Camping; Children; *Day Camp Programs; Drama; Food; Foreign Countries; Handicrafts; *Learning Activities; Orienteering; *Outdoor Activities; *Outdoor Education; *Program Administration; *Program Development; Safety; Skill Development; Summer Programs
IDENTIFIERS Nature Study; Ontario; Water Sports

ABSTRACT

Book IV in a 5-book day camp manual discusses the camp program. Section I describes the organization, definition, and elements essential to successful day camp programs. Section II, which addresses the benefits and special considerations of mass programs, includes rainy day contingencies, materials to have on hand, and activity suggestions. Section III discusses the organization of specific programs such as nature, campcraft, outdoor cooking, orienteering, archery, and creative drama. Section IV describes water programs, paying special attention to staff qualifications, safety and emergency procedures, canoeing, and sailing, and includes several case studies of waterfront programs. Special events such as "out trips," hikes, overnights, overdays, parent nights, and camp skill development sessions are described in Section V. A reading list is divided into 14 sections: arts and crafts; books to read to children; camping and campcraft; cookery and wild foods; drama; Indian lore; music; orienteering; outdoor education; outdoor life; program; references; science and nature lore; and sports, games and aquatics. (SB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED204084

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

APR 1981
ERIC/CRESS
RECEIVED

RC 01 2800

day camp manual PROGRAM

Ontario

Ministry of Culture and Recreation

Sports and Recreation Bureau

The material for Day Camp Manuals
was originally written and compiled by William Babcock,
Ontario Camping Association.

The 1974 revisions were prepared by
members of the Day Camp Committee, Ontario Camping Association
for Sports and Recreation Bureau
Ministry of Culture and Recreation.

TITLES IN THE DAY CAMP SERIES

1. Administration
2. Staff
3. The Camper
4. Program
5. A Study of Mandatory Standards
   and Desirable Practices for
   Children's Day Camps

Day Camp Manual
Book IV

Program

Contents

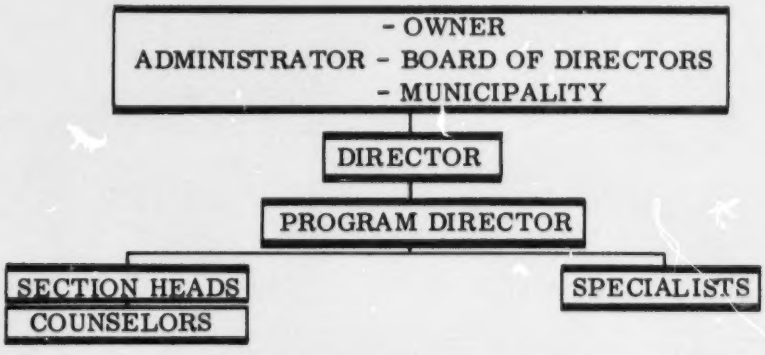
The Day Camp Program	1
Mass Program	5
Rainy Day	6
Specialty Programs	9
Nature	10
Campcraft	11
Orienteering	17
Archery	18
Creative Drama	21
Waterfront Program	25
Day Camp Waterfront I	30
Day Camp Waterfrcnt II	32
Sailing	35
Canoeing	36
Special Events	40
Hiking	41
Overnights & Camp Craft	42
Overdays	48
Parents' Nights	49
Further Reading	50

the Day Camp Program

CAMP ORGANIZATION

The Large Camp

In order to aid in program planning the large day camp is usually divided into sections by age, sex and number. The activities of the camp are co-ordinated by a program director and an assistant director when the size dictates. Specialists are retained and given specific areas of responsibility as suggested by flow chart.

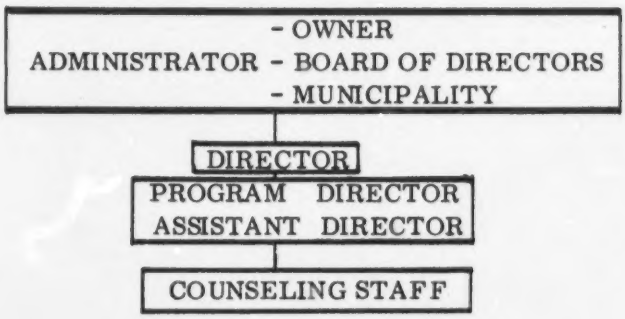


The flow in this direction has proven to be beneficial for the following reasons:

- divides responsibilities and usually gives more people a say in types of programs that can be run in the camp. Programing for a specific age group leads to more successful programs.
- section head in a large organization is one head staff member who gets to know his campers' and staff needs well, and is therefore able to help and evaluate them much better
- when personality conflicts or other universal problems develop, there is more than one person to turn to for a resolution to the problem
- section head becomes a specialist in programing for that particular age group
- creates a unit spirit which can add a great deal to your camp.

The Small Camp

In the small camp the reduced number allows each counselor and his group to function as a single unit responsible only to the directors, program director or assistant director. This is not to say that groups do not come in contact with each other from time to time for special activities, but rather each group plans independently according to its needs. In this type of organization the counselor may act as a specialist in all areas of camping eliminating the need for additional specialist personnel as shown by:



WHAT IS A DAY CAMP PROGRAM?

Program in the day camp is a plan which can be as varied as desired by the camp. Program is all that happens in a day, every experience. The major consideration underlying any type of program must be the needs of the individual camper. Daily program can include many aspects set up in a number of ways.

Why Plan Programs?

- to give yourself, as a leader, confidence and assistance
- to make the best of your talents
- to make the most effective use of space, equipment and time
- to provide for all age groups
- to include a variety of activities to meet a variety of interests
- to achieve a balance of the different types of activities
- to prevent repetition
- to create enthusiasm
- to know what special equipment you need
- to make better use of your equipment
- to help prevent accidents
- to set and achieve goals or objectives.

Factors to Consider in Planning a Program

- camp aims and philosophy
- age of campers
- staff abilities
- camper interests
- nature of camp
- theme of camp
- length of period
- facilities
- number of campers in the camp and ratio of campers to staff
- budget.

Planning

The population of the camp is divided into groups to facilitate the organization. Most often each group with its counselor, plans for its own activities well in advance. In some cases the group may carry out the activity with no assistance and in others there may be specialists who work with groups to offer a wider range of knowledge.

If planning for a small group-a cabin, a tent, or a tribe, the program may be:

- planned only by the director, program director, or section heads
- developed through consultation between these persons and other section heads, specialists and general staff as a whole
- planned by the counselor for his own group (given time slots when certain activities will be available to his group)
- planned by the camp, its personnel and the community at large.

Planning in this way for the small group does have its advantages and disadvantages.

Advantages

- the fact that the counselor and campers are together for most, if not all of the day will lead to:
  - more adequate safety coverage
  - close group spirit
- activities with children of the same age
- exposure to many activities.

Disadvantages

- limited development of individual interests
- forced activities by majority vote
- limits camp acquaintances (staff and camper).

Since planning for small groups does have these disadvantages some camps have turned to individual programing noted below:

- an activity list or preference sheet is distributed to each camper
- a staff member coordinates and regulates group numbers and ability levels and prepares a weekly, monthly or summer timetable
- each morning the groups meet with a counselor
- campers and counselors move to their own individual charted activities
- the counselors become specialists.

This technique may be followed carte blanche for every day or on a partial basis such as the hobby hub.

Caution must be displayed when determining whether or not to use this technique:

- poor program is a result of unqualified staff
- the safety factor dictates that only older campers be involved
- vast amounts of time and paper work are required prior to and during the entire summer
- provision must be made for adequate numbers of personnel to supervise at the changing of activities
- some campers have difficulty choosing activities to attend
- a system of guidance must be established.

Essentials for Good Programming

Activities should flow. Sudden breaks or changes are disruptive and frustrating to youngsters. Time should be allowed to make comments, to clean up, to get into the mood for something else. Pressure of time, pressure of too many things to do in too short a time should be eliminated. A day camper should be relaxed-not lazy or loafing, but not hectic, overexcited, and overtired.

In addition, the program should have the following ingredients:

- variety-the program should include many different types of camping experiences. However, if a group shows interest in some specific aspect of the program, the counselor should attempt without infringing on other activities, to plan for it
- creativity-each project should be approached in such a way that each child feels that he can make a valuable contribution
- spontaneity-the counselor should have the opportunity to change his planned program at any time in order to meet the needs of his group. To avoid conflicts under such circumstances, affected individuals, specialists and section heads should be notified
- competition-this aspect of the program should be de-emphasized. However, there are opportunities in the program where competition will add to the enthusiasm of the activity. Try to avoid any activity where there is only one winner.

- enthusiasm-each activity should be approached enthusiastically by the staff as well as the campers for it to be successful
- evaluation-each activity to be meaningful must be evaluted shortly after its completion.

Evaluating the Planned Program

When evaluating a program the following questions should be asked. Did it
- fulfil the desire for fun, adventure?
- encourage initiative and creativity of both campers and staff?
- raise and develop interest?
- avoid physical dangers?
- make everyone participating feel important and part of the program?
- offer what has been advertised in the camp brochure?

Program Activities

No matter what organization is used the following activities may be included in the day camp:

- rainy day program
- music and sing-songs
- canoeing
- sailing
- staff recreation
- overnights
- out-trips
- swimming
- cooking
- quiet and active games
- camp craft
- drama
- nature lore
- evening programs
- archery
- water skiing
- arts and crafts
- group special events

Mass Program

WHAT IS A MASS PROGRAM

Any well planned program for a large portion of the camp which lasts from 15 minutes to one day or more is considered a mass program. Sing songs, color war, special days are a few examples of this type of program. We suggest that you use your imagination to develop new and challenging ideas. Current events in the news often provide topics of interest.

Why Plan Mass Programs?

Numerous benefits accrue from the insitution of mass programs within the framework of the entire program:

- an opportunity for cooperative planning
- a break in routine
- a boost of staff and camper morale
- interaction between large numbers of the camp in an enjoyable and often unique situation.

You should also be aware of certain disadvantages that can occur with a mass program:

- lack of total participation
- boredom, if not suited to age of all campers, or too lengthy a program
- possible lack of enthusiasm on the part of staff members

Factors to Consider When Planning Mass Programs

- theme or type
- length of the program
- facilities
- budget
- participants-age, sex, number
- coordination-who plans the program
- publicity-how much, when
- weather-be prepared with alternate programs
- frequency.

Rainy Day

At this point mention should be made of a particular mass program which can have a lasting effect on the moral of the camp-The Rainy Day. The following article is useful in preparing for such a program.

Rainy days often give a welcome rest but they also come at the most inopportune times and can be very trying to counselors and program staff.

The greatest problem comes to the unimaginative counselor who cannot create something to do on the spur of the moment, or to the unprepared counselor who thinks that it will never rain.

We have to keep in mind that being cooped up all day can really build pressures so that we have to devise some constructive outlets to burn up excess energy.

We all know that campers must be kept busy and happy during spells of inactivity. The wise counselor or program specialist, always keeps the threat of rain in the back of his or her mind and directs campers toward outdoor activities to take advantage of fair weather, thus saving certain activities that could be handled indoors for that inevitable day. The wise counselor is also prepared ahead of time with programs for rainy days by having special stories already picked out, extra material tucked away in the kit-bag to use if the occasion arises.

Here are a few categories of rainy day programs:

indoor program	individual program
outdoor program	group program
inactive program	complete camp or section program
active program	rotation system

"It's Raining! What can We Do ?"

First of all, before you hit the panic button, size up the situation and then make a decision.

How hard is it raining? If it is a very light and non-electrical storm(lightning) and the campers are properly dressed, there is no reason why regular camp program cannot be carried on. Of course, the counselor should keep a constant check to make sure that the campers aren't wet. Rain may eventually force you indoors.

Is it cook's day out and raining? Then an indoor picnic with special games would be fun!

Are the campers restless? Do they need some active games such as agility tests, balloon soccer, Indian wrestling. Or are they in need of quiet activities? Why not try crafts, sketching or painting?

Are the children tired out? If in groups, quiet games may be the answer, (i.e. quiz, I spy, or storytelling).

Has the rain spoiled plans for an outdoor games day? Then try an indoor track meet, balloon races, ring toss.

Materials on hand also play a part in your decision of what to do. In addition to material that is found locally, some others should be taken to camp.

Useful Materials

adhesive tape
almanac
balloons
story books
paint (including water color)
brushes
buttons
wax
cardboard, miscellaneous
cellophane tape
chalk
old clothes (for costumes)
coat hangers
colored paper
pine cones
scissors
corks
crayons
crepe paper
drinking straws
foil (aluminum & colored)
popsicle sticks
needles and thread
rolls of newsprint (sketching)
newspaper (paper mache)
paper plates
pencils
sandpaper
shellac
soap
scraps of wood

Programs

- charades
- stunts for next camp fire
- story time
- square dance or folk dancing
- plan future canoe trips, over nights or nature hikes
- theory lessons on sailing, canoeing, etc.
- teach artifical respiration
- compose a newspaper to read
- plan a special banquet
- puzzle or riddle games
- carry out camp crafts
- paint murals
- Simon says
- I spy
- blindfold - try to identify common sounds and objects
- checkers, chess, pick-up sticks, dominoes, jacks
- rehearse a play
- plan evening campfire making it an extravaganza
- give out lost and found articles
- mock trail
- observation games
- orienteering
- square or folk dancing
- craft projects which can be completed in that one day
- write camp poetry
- invent indoor games then play them
- wood craft-show campers how to find dry fire wood
- trench around tents
- building waterproof shelters
- scavenger hunts
- sing-song
- dress up one of the meal times that day-special program
- set up a miniature carnival
- indoor track meet
- relay games
- tug of war
- Indian wrestling
- Pat & Mike-pillow swing
- tumbling, pyramid building
- kite making
- creative drama

Specialty Programs

ORGANIZATION OF SPECIALTIES

A camp specialist is by definition a proficient individual well trained in a particular aspect of the camp program. To be successful he must be imaginative and communicative with campers and staff alike. He assumes the responsibilities of organizing purchasing, working with campers and training staff in his area, and is thus an asset to most camp situations.

It must be noted that many counselors rely too heavily upon the specialist and thus act only as baby-sitters or guides moving their group between specialist activities. For any program to be successful the counselor should be thoroughly involved in all activities and this means doing his share at any specialty. It is through this involvement that the counselor really gets to know and understand the needs of his campers.

Not all camps large or small believe that specialist are essential to the successful operation of their camp. This necessitates intensive training of the counselor and of course a high calibre individual to be skilled in a number of specific areas.

Lack of specialty personnel may lead to:
- skills being taught incorrectly
- safety factors being ignored
- organizational problems
- difficulties in coordinating activities necessitating clearing meetings, etc.
- poor use of facilities and equipment
- poor conservation of equipment.

The camp director who has only a minimum of specialty staff often employs a number of staff members more knowledgeable than the average individual in certain fields to act as resource leaders. These individuals may be counselors or senior personnel.

Specialty Areas

When deciding on which specialties to include in the camp program the following must be taken into consideration:
- philosophy of the camp
- budget
- interest of campers

- availability of qualified staff
- present staff who may have special interest and capabilities

Specialty areas often included in the camp are:

- music
- swimming
- land sport (active & passive)
- arts and crafts
- canoeing
- sailing & water skiing
- nature lore
- out tripping
- drama
- camp craft
- archery & riflery
- orienteering

Below are some articles which may be helpful in explaining the organization of a few specialty areas.

NATURE

Some Viewpoints

1 Children should not be made to study nature. If a lively interest in the subject cannot be created, the child would be happier doing something else. Compulsory involvement will teach him to hate nature.

2 It is important that only counselors who are interested in the natural world be in charge of youngsters for nature study periods.

3 Interested counselors should not worry too much about all the things they do not know, but concentrate on the things they do know. A "let's look it up, then we'll all know" attitude is helpful. Investigating leads to much better understanding and more enjoyment than a simple passing-on of facts.

4 Values lasting a life-time follow any sharpening of the powers of observation. Much of the beauty to be found in the natural world can be seen and appreciated only when the beholder is keenly aware of each detail affecting any of the senses. The designs in nature are of endless variety. Parts of commons weeds often provide more excitement than those of the rarest orchild. How many facts (or impressions) can a child list on a piece of paper about something, say a dandelion? Most such lists will include observations about the dimensions of the parts, the shape, color, texture, odor, arrangement, juice, taste and where it grows. Competition for the longest list makes everybody look harder and become more observant.

5 Some Musts for Nature Study in a Day Camp:

- a small portable library of field guides for "let's find out" sessions
- some hand lenses-5X are inexpensive and easy to use
- sketch paper
- writing paper
- black cloth.

6 Some Suggestions for Investigations:

- dry land plant community-what grows and lives there?
- wet land plant community-what grows and lives there?
- sunny areas - what grows and lives there?
- shady areas-what grows and lives there?
- rich areas-what grows and lives there?
- eroded areas-what grows and lives there?
- how many sounds can we hear? Are they all birds, or what?
- how many colors are there in the forest? Does the sun affect the number?
- how about the seasons?

7 What is Conservation?

It means many things to many people. My favorite is "use without using up." If you are using up the natural resources where your day camp is located, you are not practising conservation. One of the most valuable lessons youngsters can learn is to properly respect the natural environment. Use only what is necessary. Never all there is of anything.

CAMPCRAFT

Campcraft is the basis of day camping. Without it, you have a playground.

The dilemma facing most day camp leaders is how to introduce children to camping and campcraft. We must endeavor to make it fun and also make the activities and projects have meaning for comfort and enjoyment. The first thing that a leader can do with his group on the first day of camp, is to help the campers choose their own special campsite within the day camp area. Once the campers have explored the camp area and chosen their own campsite, discuss with them what they think they will need to make their campsite comfortable. Help them designate a cooking area and a living or sleeping area and then plan the projects you will all need to build.

Sleeping or Living Area

- shelter— tent, lean-to shelter (either brush, tarpaulin or plastic sheet)
- line for blankets, sleeping bags, clothes
- washbasin tripod, towel rack.

Many day camps will have toilet facilities provided, but some may not so we should know how to build an out door john or kybo.

Kybo-(up-wind) Dig a hole 2½ to 3 feet deep. This depends upon the number of people and length of stay. Logs are placed in seat fashion. Use your own ingenuity to facilitate comfort. This facility must be constructed in an area screened by bushes, or a burlap screen may have to be erected on a frame. Earth should be thrown into the pit after each use, and the "kybo" filled in at the end of the camp period. Two sticks fashioned to form an "X" should be placed over the area to warn future campers not to dig in that exact spot.

Cooking Area

Cooking fire the central point.

- Types: teepee, log cabin, hunter, trench, keyhole, reflector.
- Fire safety: build fires on rocky or sandy soil free from roots or low overhanging branches.
- Turfing: keep sod neatly rolled so that it can be replaced.

Woods

- coniferous (evergreen-dead lower limbs of standing trees) uses of soft wood:
  - to start a fire
  - to create an "instant" fire
  - to create big flames.
- hard wood (oak, maple, most broadleaf trees) uses of hard wood:
  - even and constant heat
  - coals, for toasting, slow cooking, tin foil meals
  - free of smoke
  - long lasting.

The woodpile should be placed near the fireplace, down-wind, and both soft and hard wood should be available.

Pantry and Food Area

Cold storage-all perishables normally kept in the refrigerator at home should be kept in cold storage at camp.

- Types: a wooden box with holes bored in it can be placed in a pure, cool stream. Shelves are built above the water level and food placed on the shelves.
- a metal bucket, with a lid, is placed in the stream. The bucket is secured by a line tied to a tree and a large stone is placed on top of the lid.
- ground cooler. Dig a hole and line it with stones. Keep the stones moist at all times. A solid top is made of wood insulated with leaves, sod or canvas. (This area should be staked out for safety.)
- burlap bag in a tree; using an orange crate, or wooden box of sorts, secure it

in a tree by means of a rope. Cover the apparatus with wet burlap sacking. (When the burlap dries it draws heat from the food box.) Make sure the burlap is always moist.

Storage of Non-perishable Food

- bag or packsack slung in a tree. The rope should be strung through a tin can, with a hole in it, between the bag and the branch to keep chipmunks, rodents, etc. away from the food
- larder. A wooden box with build-in shelves and a fold-down lid can be used for food storage.

Pits

- Wet/grease pit. Dig a hole at least 18 inches deep and line the bottom with small rocks or stones for drainage. Cover the top of the hole with evergreen boughs, which are changed and burned daily. Pour all dishwater, grease, etc., through the boughs into the hole. Stake off this area for safety.
- dry garbage pit. Dig a hole at least 16 inches deep (size of hole should vary according to number of campers and duration of stay in camp.) Bash and burn all garbage, place it in the hole, and fill in the hole when camp has ended.
- dig a hole. Burn the garbage within the hole each day and cover with earth each evening. Dig another hole beside the previous one each morning.
- dig a hole and throw raw garbage into the hole after every meal. Burn the rubbish and cover with a layer of earth every evening.

All garbage pits should be completely filled in at the completion of the camp season and turf, if any, replaced. Leave "X" sign at the site of the garbage pit to indicate to future campers that this area has had garbage.

Dish Pan

Two bevelled depressions are dug side by side in the soil. Line the depressions with a large groundsheet, rubber side up. Add water and soap/detergent to one side and clear rinse water to the other side. When dishes are done, pick up the groundsheet and throw the water into the grease pit.

Projects: tables, benches, mug trees, pot rack, plate rack, shoe rack, coat hangers, pot holders.

There may be more handy gadgets the campers will wish to construct. Let them experiment. This is a good time to teach lashing so that the campers can see the immediate use of learning this skill.

OUTDOOR COOKING

Cooking over a fire is an exciting part of camp life. It is an activity that can be included in any day camp program, and should be scheduled as often as possible. The food can be either supplied by the camp administration, or each child asked to bring a portion of the planned menu. Younger campers must begin with simple meals that they can cook themselves. Older or more experienced campers will need to try more ambitious items such as stews, tin foil dinners, cakes and pies. Gingerbread boys are great fun to bake in a reflector oven over the fire. The most important part of any cook-out is to be sure that each child shares in creating the meal.

Hints for a Successful Cookout:

- soap the outside of all pots and pans for easier cleaning
- organize your campers into responsibility groups; wood, fire, soaping pots, food preparation, cooking and clean up. Make certain that each child has a job to do
- remember, food cooks with heat. Direct flame will burn the outside and leave the inside raw.
- counselors should supervise and enforce safety during cook-outs, but allow the campers to do the actual work.

Some Suggested Recipes:

Skillet Meal

Steakettes, onions, potatoes, tomatoes.
Method: Each camper cooks his own meal in his skillet. Melt fat and brown steakette, fry sliced potatoes and onions beside meat. Add sliced tomato 5 minutes before serving.

Tuna Fish Casserole

Tuna fish, peas, mushroom soup, milk, potato chips.
Method: Mix everything together in one pot. Crumble some of the potato chips and mix through the pot. Cook until hot, stirring to prevent scorching. Place rest of the chips on top.

Chili Con Carne

Ground beef, tin tomatoes, kidney beans, onions, green pepper, Chili-O mix.
Method: Chop onions and pepper and brown in fat. Add meat and stir until brown and cooked through. Add tomatoes, beans and package of Chili-O. Simmer 20 minutes stirring to prevent burning.

Bacon Boys

Wieners, buns, cheese, bacon.
Method: Slit each wiener. Cut cheese in small pieces and place inside slit. Wrap one piece of bacon around each wiener using toothpicks to hold buns. Grill over fire or wrap in foil and place in coals.

Pocket Stew

Ground beef, potatoes, carrots, onions, seasoning, foil
Method: Form a meat patty and place on a double thickness of foil. Slice potatoes, carrots and onions on top of meat (for faster cooking, canned vegetables may be used) season as desired and make tightly sealed envelope of the foil. Cook over coals 12 minutes on each side.

Banana Boat

Bananas, chocolate chips, miniature marshmallows, foil.
Method: Slit banana lengthwise halfway through and stuff it with chocolate chips and marshmallows. Wrap in tinfoil and cook over coals 5-10 minutes turning once. Eat with a spoon.

Apple Sauce

Apples, white or brown sugar, cinnamon.
Method: Peel apples, cut in quarters and remove core. Put in a cooking pot with just enough water to prevent burning until apples begin to cook. When apples are mushy, add sugar (approximately 1 cup to 6-8 apples) and cook until dissolved. Add cinnamon to taste. Cool before eating.

Chocolate Drops

1 cup sugar, 1/8 cup cocoa, 1/2 cup milk, marshamallows.
Method: Mix sugar, cocoa and milk in pot. Stir over the fire until it becomes thick like fudge. Put marshmallow on a stick and dip into the chocolate mixture.

S'Mores

Marshmallows, graham crackers, chocolate wafers or squares.
Method: Toast marshmallow on a green stick. Place a chocolate wafer on a graham cracker, add the toasted marshmallow and cover with another graham cracker to make a sandwich. These taste so great that you want s'more.

Campcraft Programing

- involve the campers in the activity, give each camper an assignment
- make games out of a skill; i. e. after formal instruction on fire laying and lighting, divide the campers into small groups 2 or 3 and let them have a contest to see who can make their pot boil first. Throw a pinch of detergent into the water to make the water foam when it boils.
- pancake flipping contest
- plan a progressive meal with each small group cooking one item of course for the meal
- make sure the campers understand why a skill is to be accomplished
- do not impose adult standards. Allow the campers to be creative and experimental do not allow the striving for perfection to impede the enjoyment.

Organizing a Sleep-out

Equipment: sleeping bag or bedroll (two or three blankets and blanket pins).

- metal or plastic cup and plate knife, fork, spoon,
- flashlight
- towel and soap
- toothbrush and toothpaste
- extra wool socks, heavy sweater or jacket, and pyjamas

Make sure the campers have a list to take home at least two days in advance of the sleep-out.

After the younger campers have left camp in the afternoon, arrange and set up the sleeping area. Prepare, cook, eat supper and clean up.

- evening program-wide game or scavenger hunt, etc. Change into pyjamas and wash.
- campfire program-quiet circle games, legends, sing-song
- for a change of pace try something different, night walks, astronomy etc.
- snack-toast and hot chocolate. Taps and off to bed, lights out.
- staff watch-preferably sleep at door of each tent.
- morning-rise, change into clothes, wash. Air bedding, prepare, cook, eat clean up the breakfast, pack bedding and tidy campsite. Greet the younger campers and you are off into a new day's camp program.

Safety Features of Campcraft, and Day Camp:

- fire-buckets of water near all fireplaces and tents
- axes always sunk into a log, or a suitable sheath
- knives should be sheathed unless being used constructively. They should never be used in an unsafe or unsupervised situation.

- all campers must wear shoes, and laces must be done up
- campers should wear shirts during the hot period of the day
- an adequate first aid kit must be on hand at all times
- a telephone should be easily accessible, with emergency numbers at hand
- transportation from camp must be available in case of an emergency
- campers must be supervised in or near the water
- all areas should be checked for poison ivy, broken glass, tin cans, barbed wire etc.
- all possible dangerous areas, i.e. pits, guylines, etc., should be staked or roped off.

Day camp may be the only opportunity some children will have to experience the wonderful world of camping. Help your campers to enjoy and feel comfortable out-of-doors. Try to acquire certain camping skills yourself and pass your enthusiasm and knowledge on to the children.

ORIENTEERING

Orienteering in its purest form is described as competitive land navigation. It is a highly competitive sport requiring excellent physical condition and highly developed skills. However, the term orienteering is now used to describe the whole range of map and compass activities involved in developing map and compass skills for navigation. While lead-up map and compass activities can be an end in themselves, they are best used to develop competitive orienteering skills. Any orienteering program is enhanced when the ultimate objective is participation in one or more simple orienteering events. These need not be highly competitive, but the element of competition should be present.

While any camp setting may be utilized for general orienteering activities, an ideal area for introductory orienteering events should have undulating terrain, some forest cover and numerous manmade and natural features (i.e. streams, clearings, paths, fences, etc.)

Map reading skills are very important and should be introduced at the beginning of any program. Maps may vary from simple sketch maps of the camp area to topographical maps and competitive orienteering maps.

Orienteering is often most effectively taught when skills from other areas of the camp program (i.e. arts and crafts, canoeing, nature lore, camp craft) are incorporated in the course of instruction. Project orienteering events are ideal for this purpose.

The skills and activities presented here must be adapted to fit each individual camp situation. Perhaps the most important factor to consider is the type of terrain available.

The books " Introduction to Orienteering" and "Your Way with Map and Compass" are indispensable in developing a course of instruction. Other useful texts are "Orienteering," "Be Expert with Map and Compass" and "The Challenge of Orienteering." (See Further Reading.)

ARCHERY

Theme: "Fit the Program to the Child"

Since we are concerned with camp activity, let us ask "Why, archery?" The answer to this question is simple:

Archery is one of the most ancient pursuits of man from the standpoint of food and defence, and one of the most modern sports, from the standpoint of modern engineering design in equipment used. Therefore, for general interest, it appeals to children and adults alike.

Archery is a truly healthful sport

It exercises finger, wrist, arm, shoulder, chest, stomach and leg muscles to an amazing degree. It does for the archer what rowing does-takes inches off the waist-line and puts them on the chest.

Archery is a remarkably safe sport

The secret of this is the bow cannot be loaded unknown to the archer. It is still just a fiberglas with a dacron bowstring until the arrow is drawn. With any intelligence in archery range layout, its clear accident record should continue indefinitely.

Archery is a sport for all ages and both sexes

From the six-year-old to the 60 year-old, it can offer the same appeal.

Archery can be competitive or non-competitive according to the need of the camper and program.

Archery is an inexpensive sport from the standpoint of dollars spent to numbers participating.

Archery takes a minimum of trained staff and a minimum of set-up.

The next question is "How?"

The single most important factor in the success of the archery program is the instructor. This person must not be the counselor left over after every other

sport and activity at camp has been taken care of. Archery counselors can make or break the archery program, so they must know what they are doing.

What is the information that we would pass on to the instructors to assure them of a successful summer?

1 The location of the archery range must be attractive. Too often, the stubble field away from water, trees and other human beings, is allotted to archery, as in one camp, where the archery range was known as Sahara. Even though the targets are out in the open, for sake of safety of humans and equipment, the shooting line should be in the shade. A target-house or equipment storage building at a close distance to the range is a must. Lay out the area within this shed for easy set up and storage.

2 The emphasis on fun must ever be present. Correct care and use of the equipment is essential, and instruction aimed at proficiency is essential, but the fun factor must never be lost. If, by the end of the summer, the camper has caught the archery bug, and wishes to go on with the sport, it has been worthwhile. If a few campers have won proficiency badges, but many are bored or frustrated, it has not been a successful program.

3 The camper who is only mediocre in many activities may find his niche in archery because this is one sport where the proto-type athlete is not necessarily the top archer. There are groups of paraplegics shooting from wheel chairs, who are top archers. There are groups occupied in physio-therapy who become proficient. But do not underestimate it as a sport. To shoot in national competition for seven hours a day, five or six days a week cannot be attempted by the weakling.

4 There are pitfalls in planning an archery program.

The greatest pitfall is monotony. Vary the type of shooting from day to day, so that every day has its own surprise.

- novelty shoots-shooting at paper plates fastened to target, each plate with a different score. Have groups design novelty target on sheets of paper in craft shop, leaf shoots, checker board shoots, etc.
- field shoots-vary position, distance, number of arrows, style of shooting, i.e. standing, sitting, kneeling, trick (watch safety angle), etc.
- some sort of proficiency patch, tassle, crest, leather arrow heads, etc. if in in keeping with camp philosophy.

The next pitfall is allowing campers to shoot before good safety principles and care of equipment have been taught.

The third pitfall is starting the classes at too great a distance from the target, so that campers continuously miss, lose arrows and spend most of the period

looking for them.

Another mistake is not having a definite routine of setting-up and putting away equipment so that this chore does not fall on the shoulders of one or two.

A common failing is to hope that the equipment, left over from one season will be adequate to start the next. If the bows are without strings, arrows don't match and are without feathers, and target faces for scoring are non-existent, the program gets off to a miserable start.

5 Choice of equipment.

- Target and Stand. For the sake of efficient scoring, life of arrows, safety and general appearance of the archery range, a regulation marsh grass or precision pak target should be used. These targets are placed upon a tripod stand. The targets and stands can be removed and stored against rain to extend their life,and saving on equipment costs. Bailed straw or hay, when a well constructed frame-work is used, can prove feasible, but often becomes soft, allowing pass-throughs before the end of the camping season.

- Faces. Purchase full size faces for your target and also smaller ones for variety

- Backstops. A new nylon mesh curtain known as arrowmesh has revolutionized indoor shooting. Since nylon is affected by ultraviolet rays, it will deteriorate after some time in direct sunlight. Some directors feel that it is still a worth-while expenditure as it saves arrows and eliminates time spent looking for lost arrows.

- Bows. For junior archers, 5 to 10 years old , a fiberglas bow, straight limb, approximately 54 inches long, pulling 15 to 20 lbs. For intermediate ages, 11 to 15 years, a fiberglas bow, straight limb, approximately 60 inches long, pulling weight 20 to 30 lbs. For more serious shooting, in a 16 year and over group, a full length adult fiberglas bow, approximately 64 inches long, pulling weight 28 to 40 lbs. is best. Recurved bows are attractive, but not necessary in a camp program. The weight, or pull on the bow, should be kept light. Good technique is developed only when the archer can control the bow.

- Arrows. A practice arrow, with plastic neck, target point, target size feathers and color bands to distinguish the arrow when scoring is necessary. Arrows should be bought in 26 inch lengths. Broken arrows can be repaired, giving you a supply of short arrows. Too short an arrow is dangerous as the archer may over draw wedging the point behind the bow. When the string is

released, the arrow breaks, and one piece flies backwards.

- Armguards, gloves, shooting tabs, bow strings. It is only logical there should be sufficient guards, gloves, etc. to take care of the maximum number of bows being used at one time. Additional accessories greatly speed the process of instructions. A bow is only usable when the correct length of bow string is on hand. There should be extra strings on hand at all times, as well as necks, feathers and jigs for applying of same. Keep the equipment in good condition. Often the camper who seems to be disinterested in most activities can find his spot as curator and repairman of archery equipment.

6 Teaching tips

Start the would be archers with a chalk talk on equipment and its care. They must learn to string a bow before shooting it. Know not to snap the string without an arrow on it to absorb the energy. When this initial instruction is passed on, then start the actual shooting. Many instructors spoil their summer's work by starting campers at too great a distance. If necessary, stand the new archer at only 5 yards from the target, so that each arrow will find its mark. This is especially true if the correct use of a sight is taught. Gradually move the archers back. Psychologically, they are not smart if they hit the target, but awfully poor if they miss it. This will help them become good archers from the very beginning, and guards against frustration and loss of interest. Scoring should be practised, rather than shooting hundreds of arrows without knowing accurately if archers are improving or otherwise.

CREATIVE DRAMA

Aims

- develop the child's ability to use his imagination
- develop the child's ability to work successfully with other people
- to help a child learn to express himself encourage shy child to be less self concious

Creative Dramatics

- requires an instructor who thinks creatively and is sensitive to each child's feelings
- can be used throughout your entire program
- is not something to be afraid to use
- it is important that the leader be enthusiastic and outgoing. If leader is inhibited the group will react in the same manner

(i.e.) when 7 and 8 year-old boys are playing monsters,
that's creative drama
when 7 and 8 year-old girls are playing dress-up,
that's creative drama
when everyone has a "bug" parade,
that's creative drama

when counselors lose their children up a tree
that's creative drama.

Characteristics of Age Groups

Junior girls (7-9)

- enjoy make-believe
- lots of movement (i.e.) charades-who am I?
- school, home, animals, fantasy - areas to explore
- can organize themselves faster than boys
- around age 8-9 like to make up own stories
- good in work with pairs, or groups of three
- love to dress up

Junior boys (7-9)

- enjoy activity once begun, (they need a little push)
- lots of movement-more active than girls
- short attention span-lots of imagination
- very creative movement
- work well in pairs
- improvisations should involve lots of activity.

Senior girls (10-13)

- don't wanta-around 12 years-must overcome self-consciousness
- once relaxed, they enjoy improvisations about home, school, boys etc.
- don't enjoy movement as much,feel silly
- good at improvising and dramatizing stories.

Senior boys (10-13)

- like drama if counselor is enthusiastic and leader within group likes it
- like skits-commercials, cartoons about school, home etc.
- more adventurous than girls
- competition great among boys.

CONCEPT OF GAMES

Ways to Stimulate Interest

Games - Charades-Guess who I am? What I'm doing? etc.
Discussions- What do you like doing best? What don't you like doing?
Dramatize- (act out) Fairy tales,Cartoons, Commercials, Songs, Animals.

Use of Objects - Bring interesting things and make up a story about them,
i.e. candle, object from nature, pictures of different faces -
happy sad etc.
How do these make you feel?
What do they make you think?
Where would you find them?
Make up a story about them and act it out.

Use themes for week - i.e. Ecology Week
Build a house in woods-a secret place-hold secret meetings there.
Have a little peoples' day, pollution fighters.

Movement (working alone)

- snowball fights
- throwing football-slow motion, quickly
- working a machine-hands and feet
- burglars creeping through bank
- painting a huge billboard
- writing a secret message
- pulling a boat out of the water
- walking tightrope
- making pattern in sand with feet
- walking along cliff
- being attacked by hornets
- delivering newspapers.

Movement (working in pairs)

- washing an elephant
- scientist controlling a robot
- photographer posing a model
- sword fights (imaginary) without touching
- different acts in a circus
- commericals you have seen on TV
- rescue a friend from sinking sand
- policeman directing traffic and person who wants to cross the street
- mirrors-(a) the mirror does what (b) the person does
- sculptor sculpts a lump of clay into a witch, a muscle man, gorilla, etc.
- make the shape of things - washing machine, toaster, electric tooth brush.

Imaginary Trips (junior camp)

This was successful with boys up to 10 years

- pirate trip
- journey through jungle
- journey to the moon
- visit to a secret house
- journey to mountain cave for treasure
- journey to monster land

Ask the questions - Where are you? What do you see now? Why are you here? Who is with you? How does it make you feel?

The success of this rests with the counselor. If he/she really enjoys exploring imaginary worlds with the children and helps to stimulate their own imaginations, then the children will also enjoy the experience.

Improvisations

This is a fancy word for Skits. It means the children make up or improvise situations, then act them out.

9 years and up

- situations using emotions-what makes you angry, sad, etc.
- situations in everyday life
- saleslady not letting you touch things
- snobby lady buying food
- spilling food display in store
- policeman giving a ticket
- poor man begging food
- bus driver having an argument with passenger
- spilling spaghetti on Great Aunt Matilda's rug
- selling something to a reluctant buyer
- canvassing for your local candidate or school president.

Questions to ask about spilling spaghetti. How do you feel when you spill it? What is Aunt Matilda like? What kind of person is she? Why do you feel badly? What will happen to you?

Improvisations with Different Types of People

- polite - crabby, (crabby store-keeper selling something to a polite person)
- sad - happy
- quiet - noisy
- snobby-shy

Change of Mood Improvisations

- opening present. It's something you hate
- friend introduces you to his mother. You were just throwing snowballs at her
- parents waiting for a child. He finally comes home 2 hours late
- it's raining, your sad. Suddenly the sun comes out
- walking through the woods. You find (use imagination here)

Change of Environment

- sand - mud
- hot - cold
- sun - rain
- desert-forest

Water Program

One of the most important if not the most important program run in any camp is the waterfront program. In the day camp setting this program is usually carried out in a pool. Some camps do have lakefront or man-made water reservoirs in which their aquatic activities swimming, sailing and canoeing are located. No matter what the facility the basic concept of this specialty program, learning through fun and enjoyment remains.

ORGANIZATION

All good waterfront programs are headed up by a fully qualified individual. His qualifications should include:

- instructional experiences
- Red Cross and Royal Lifesaving certification
- adequate age - 21 years
- camping experience.

In most camps the waterfront director will have one or more assistants. Together they will:

- be responsible for the program content
- organize the waterfront
- look after all maintenance
- keep all safety equipment in good working order
- purchase necessary equipment
- provide training for the staff in camper instruction and safety procedures on or

around the water.

Camps vary in their approach to the swimming program. Some camps offer only one period of swim per day while others offer two periods. The length of the periods will depend on many factors:

- time available
- number of campers
- age of campers
- number of instructors
- number of qualified staff.

The types of programs offered may range from one instructional and one general swim per day to two instructional swims per day with free time allowed toward the end of each instruction period. Municipal camps, however, often meet problems of availability of facilities and thus must alter their program accordingly.

Instruction Period

Purpose: The primary goal of the instructional program should be the development of the individual's swimming skills. This should be accomplished with the least amount of pressure placed on the camper. Awards and tests, although motivational factors, should not necessarily become the end result but rather made available to the camper who has displayed a desire and ability to reach that end. The number of awards obtained during any summer is certainly no standard for judging the effectiveness of the program.

Organization. Usually the campers come by groups with their counselor to the waterfront area. The number of groups in any one period is limited by:

- number
- age
- sex
- ability
- facilities available
- instructional staff availability.

These groups are then divided into ability levels. Each level is assigned an instructor or qualified staff member to carry out the program. As a safety and motivational device, assign coloured tags to each ability level, or give ability groups specific names, thus avoiding the stigma of being a beginner or junior group. An example follows below.

STARTER - Red Tag

WATERBUG - Clear Tag

- water safety
- wash face & head under water
- blow bubbles
- relax in water when towed & supported
- flutter kick.

GUPPY - Blue Tag

- water safety
- face in water & breath control
- bob 6 times continuously
- jellyfish float
- front float
- flutter kick.

TADPOLE- Green Tag

- water safety
- flutter kick
- arm action with breathing
- bob 6 times continuously
- prone float
- flop dive
- swim 1 width or length
- back glide
- retrieving object.

Division of Responsibilities: In most camps there are sufficient number of instructors to assign one to each ability group along with one or more counselors. The counselors act as guards during the period and may assist with campers having difficulties within the group. However, some camps find it beneficial to have the counseling staff carry out the actual instruction while the qualified instructor watches and deals with difficulties. In this situation the staff must be trained regularly in their responsibilities and lesson plans with precise teaching material must be made available.

General Swim, Free Splash

The general swim may be inserted into the program as the second instructional period or on mass program days. Major considerations are numbers and the safety factor. Guards must be prominently displayed in permanent places. A check system must be established to control the campers using the facilities.

Staff Swim

The use of the waterfront facilities by the staff has been found most advantageous for the following reasons:

- good for morale
- offers a break in the routine of the day
- allows for an opportunity for in-service training of the staff
- to upgrade awards
- to prepare the staff to undertake emergency procedures
- to maintain and improve the general fitness level of the staff.

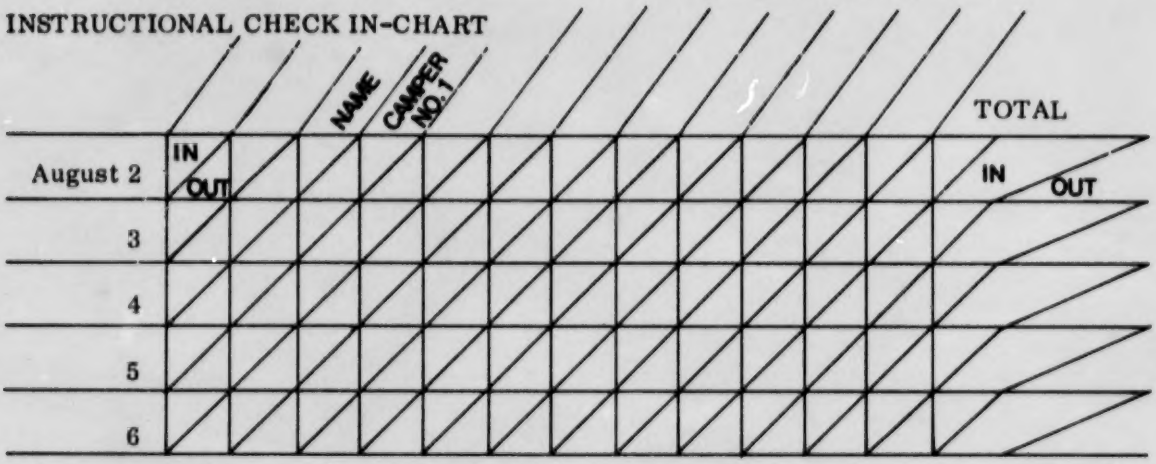
Staff swims may take place:

- after camp
- with the instructional class
- rotate during general swim
- staff recreation.

SAFETY AND EMERGENCY PROCEDURE

It is essential that all campers using the facilities be accounted for. During instructional periods the counselor or instructor checks each of the campers in his charge into the area, keeps track of them during the period and checks them out at the completion of the class. Here is an example of a check in-chart.

INSTRUCTIONAL CHECK IN-CHART



There are a number of systems used for general swims. Two of these have been found to be particularly successful. The first, the buddy call is simple yet effective. Each set of buddies is given a number as they enter the waterfront area. At specific intervals a whistle is sounded to indicate a buddy call at which time there is a count-off.

A "Buddy Board" is another method acting as a double check. Each camper is given a specific number which is assigned to him for his entire stay at camp. As the camper enters the waterfront area his check in number is recorded on the "Buddy Board" with his buddy (see example below). Each set of buddies is then given a buddy set number for the count off.

CHECK IN CHART FOR GENERAL SWIM
BUDDY BOARD

Buddy Set Number			
1	(21 & 22) numbers that	51	
2	each camper keeps for	52	
3	his entire stay at camp.	53	
4	This way you know immediate-	54	
5	ly which camper is missing.	55	
6		56	
7		57	
8		58	
9		59	

REMEMBER! Put a master copy of all assigned numbers on your "Buddy" clip board.

Guarding

Guards should be prominent in the waterfront setting. They should wear distinguishing clothing such as special hats, shirts, jackets, etc. Reaching assists should be readily at hand. Each guard should be stationed at a specific place taking into consideration the ability of the individual. A time limit should be established for remaining at any one station and a system of rotation put into effect.

Emergency Procedure

A specific procedure for emergency should be set up well in advance of the camping season and should be examined from all angles. From pre-camp on, this procedure should be practised at regular intervals to acquaint all staff with the procedure and make them proficient in reacting to it. There are several general steps that should be considered when establishing a procedure:

- a unique signal to denote an emergency, (horn, siren, etc.)
- the area is cleared
- all action is stopped
- a check of individuals is taken
- one person is in charge of the total search operations and setting up human chain
- one person should be placed in charge of water search and one in charge of land search.

Places To Be Searched

Water

under docks
corners in pools
near ladders
drop offs
under diving boards
central areas of pool or waterfront

Land

washrooms and shower rooms
cabins, tents
dressing rooms
general camp grounds

Whom To Call in an Emergency

- camp director
- fire department
- emergency measures organization
- ambulance
- police department
- hydro department
- doctor
- camp doctor or nurse.

Basic Waterfront Equipment

- flutter boards
- reaching assists-bamboo (inexpensive, light and easily replaced)
- plastic bottles
- pucks or some objects to dive for (important for beginners)
- whistles and clip boards
- lifeguard uniforms including hats (may just be hats with white T-shirts)
- buoy lines
- balls for games
- spinal board

CASE STUDIES

Below are two articles with different approaches to the waterfront program. Also included are articles on sailing and canoeing for day camps with a lake or large pond as a waterfront facility.

DAY CAMP WATERFRONTS (case study)

Philosophy

- to teach the safe use of a number of healthy forms of recreation
- to provide additional enjoyable activities to the day camp program, i.e. "It's fun!"

The waterfront can provide many hours of fun for people of all ages. Swimming, diving, canoeing and boating are only some of the varied uses made of the water. The day camp waterfront can teach some or all of these things to the campers. Not merely teaching the skill itself, but all the safety precautions that must be included to make it a safe sport. The gains on the part of the camper are many:

- learns a skill
- learns to perform the skill with a minimum of risk to himself and others
- gains sense of accomplishment.

Waterfronts are fun and fun is essential to successful day camping.

Safety Procedures

- hiring of capable, mature and well qualified help
- good maintenance of facilities, including pool. Recirculation, filtration and disinfecting equipment. Safety equipment (ring buoys, heaving lines, reaching poles). Complementary equipment (life guard towers, diving boards) etc. Once you have these you must develop a procedure to make effective use of them

Normal or daily procedure- scheduling of pool use and maintenance (take care not to overburden facilities).

Emergency procedure- i. e. an accident or someone lost. An emergency procedure must be set up such that every conceivable problem is covered. E. P. must be custom made to serve specific situations, but there are some definite areas of responsibility common to all emergency procedures.

Accident

1 First Aid--could be A. R.
2 Call for help--first senior person on scene, Jr. counselor, CIT, Sr. Camper
   - within the camp--doctor, nurse, camp director, waterfront director. Definite person to deliver blankets, first aid equipment, etc.
   - telephone-outside camp-camp secretary, director, etc. Ambulance, hospital, fire department, (numbers posted and immediately available). Police department-(each item of responsibility must be assigned to a group or individual. You should have definite duties and you should rehearse them.)

Someone Lost

- specific areas to search-first pool, pond, stream. Then washrooms, campsites, etc. Each area must be assigned to a definite group or individual.
- you must have some method to indicate to the camp that someone is lost. When found, you notify the camp then revert to normal procedure or you may have to follow accident procedure.

Set a definite procedure in your camp. State definitely who is responsible for doing what needs to be done. Rehearse your procedure regularly.

Example: near drowning in pool or pond

- first aid - responsibility of counselor on the scene
- help from within the camp - jr. counselor or CIT notifies waterfront director, nurse, doctor, depending on camp situation
- help from outside-camp secretary places telephone call having emergency numbers posted and readily available
- safety equipment-should be readily available and if not brought with nurse or doctor or FD, should be picked up by some definite person.

Pool Maintenance

Who is responsible! Sometimes community works department, pool instructor or separate individual. The important thing is that the person be responsible and capable. Good pool maintenance is essential to safe use of the facilities and is as important as having good instruction and supervision. Don't skimp! Pool areas and the pool equipment must be kept clean and in good repair.

Pool maintenance man can live on the site and devote most of his time after and before camp--to the pool. He must have plenty of time to do the job correctly rather than be pressed for time and not be able to do a thorough job.

Qualifications - responsible, capable person can be taught to maintain a pool and keep accurate record of the state of the water and equipment. No need for special qualifications like instructor or chemist.

Facility Limitations

- size of pool (s) limits the number of campers swimming at any time and as the day is only so long, it limits the size of your camp
- having only a pool often cuts out canoeing, boating or diving, although canoe safety can be taught in a pool.

Careful scheduling will help overcome some of the limitations. When you schedule swim periods for groups you must take care that the pool is used. For instance, don't schedule a whole group of non-swimmers and have the deep end empty.

DAY CAMP WATERFRONTS (a case study)

Philosophy of Camp

In order to run a more efficient camp, the camp staff is given further insight into all specialty areas by means of lectures, written materials, and/or demonstrations. The more a counselor knows, the more independent he or she is of the specialist. Time is not wasted during instruction when the specialist is not there.

PROBLEMS AND THE INDIVIDUAL CHILD AT A DAY CAMP (3 to 12 years)

A New Situation for Pre-Schoolers: (3 to 5 year olds haven't experienced)

- playing with more than 2 or 3 other children at once
- being with so many adults, strangers to them
- entering vast new surroundings with numerous rules
- being away from their parents for such a long period of time
- they are approaching a new media, and a great care must be taken introducing them to this media:
  - the child thinks that any depth over his/her knees is dangerous because, except for his bath, parents continuously tell him not to go near the water because it is dangerous.
  - the water in the bathtub is warm and enjoyable, but the pool water might seem very uncomfortable to the child

- the child who is afraid of water might cause other children to feel the same way
- a child crying or refusing to go in also might cause others to react the same way

Leaving Camp Daily

- just as the child at a day camp seems to settle into the camp procedure he is returned home. The daily interruption partially eliminates the rules and ties established and gained by the staff.
- some children who do not like an activity go home with exaggerated stories of built-up fears of camp
- the parent, neighbor, brother, sister or even the child himself might write a note

PLEASE EXCUSE_____FROM SWIMMING
SIGNED MY MOTHER

- if a child's desire not to go swimming is strong enough, he might leave his bathing suit at home. No suit - No swim!

Parental Instruction or Misinstruction

Most parents have good intentions when teaching their youngster to swim but often do so incorrectly. The novice instructor (parent) tends to frighten the child by holding him insecurely, splashing, ducking him or throwing him in. The novice swimming teacher does not know how to support the child properly so he will be confident and will relax.

Being with, and Observing Parents

- parents tend to baby or overprotect the child by accepting any excuse as to why the child doesn't want to go in the water
- the parent also allows the child to play with swim aids, such as inflated toys, which can hamper the progress of the child's learning to swim
- the parent overstresses the dangers of boating, sailing, skiing, swimming, etc. This often instils a fear into the child of an activity before he comes in contact with it.
- parents often set poor examples, such as shoving someone in the water or letting the child push them in the water. The child considers this to be fun and repeats this action when he is with his peers
- Obstinance - a child tends to be more obstinate at a day camp because he has many escape routes and you can't make him do anything that he doesn't want to do "because if you do, my mother," etc., etc.,
- Awards- some parents seem to overstress the importance of winning awards. Being with the child each night they place extra pressure on the youngster. In certain cases child must win the award for the parent and not for himself.

Counselor Or Instructor Orientated Waterfront

Precamp

Psychological Approach and Demonstrations: During precamp the counselors are told of different psychological approaches toward the children which attempt to eliminate problems before they happen. The psychological approach to swim instructing is included.

- upon entering the water swim counselor should never show facial or vocal signs on how cool the water is. SMILE
- a counselor should keep to himself any personal feelings about not wanting to go into the water, if that is the case
- never say the water is warm, because it might be chilly or cold to the child. Use words such as: refreshing, nice, enjoyable
- with the non-floater and/or a very young child, swimming should be fun and not an unenjoyable task. Try not to use words referring to the pool or parts of the body, which will take the child's mind off of what he is actually doing. Don't say, your "Face is a boat...(pretend) "Mouth is the motor...." "Eyes are the windows...." etc.
- use of sarcasm-counsellor must not goad a child into activities by means of sarcasm. Don't say "Joe can do it and he is much smaller than you. Are you chicken? Only babies are afraid..."
- demonstrations for teaching the non-swimmer, the counselors are shown:
  - how to support the child in the water
  - get the child to rely on the counselor
  - progression in getting a child to float
  - how to teach them to dive

Lectures and Movies

- all staff are given a lecture, a test, instruction in mouth-to-mouth resuscitation. All pass the Senior Artificial Respiration test
- movie is shown Teaching Johnny to Swim and each is given, on loan, the booklet with the same title
- explain the use of literature and equipment
  - clipboard, lessons, attendance card, individual swim cards, R.C. & R.L. S.S. question & answer sheets, R.C. failure faults,
  - rules of the pool.

Camp

Counselors are given literature and equipment during camp to aid them in teaching swimming.

- a complete set of lessons for the group he/she is teaching. This is taken home by the counselor
- an attendance card for each swim group lasts one month
- clipboards are given to each counselor. A swim counselor does not necessarily teach his own cabin group. In the clipboard we give them: five consecutive lessons; an attendance card, an individual swim card, R. C. failure faults for the level of his class; questions & answers for water safety, (R. C. & R. L. S. S.)
- rules for the swim area
- demonstrations are given each Monday at 4:30 to review the next 4 or 5 lessons and discuss any problems
- public relations - letters are sent home at the end of each month.

NOTE: Swim staff does not tell the swim counselor what to teach in the class. Swim counselor himself teaches his group at his own group's speed. The swim staff will ask what is being taught, then proceeds accordingly. The counselor plays a very important role in our swim program and they can sense their importance. This makes the counselor feel important and feel more confident.

By having the counselors do much of the instruction, it allows the swim instructor to:

- teach a new stroke to more than one group
- help the counselor teach a problem group
- work individually with a child that is not learning as fast as the rest of his group
- help teach or start a lesson for a swim counselor
- check the swim cards for problem children
- give water safety lectures.

This type of swim instruction allows:

- one instructor to work with a few groups at once
- the instructor to pick out common failure faults at the time the class is being taught
- the instructor more time to work with the poorer swimmer
- each child to get more personal attention with two swim counselors and a swim instructor
- counselors to be given more responsibility, to have more confidence in themselves, and to take pride seeing their group progressing because they taught them.

SAILING (a case study)

The aims of a sailing program are commensurate with camp: the development of self-reliance as well as the growth of a competitive instinct.

Types of Boats

Fiberglas are probably the best to buy since they are relatively inexpensive and are easy to repair. Aluminum spars and masts usually accompany these boats and facilitate upkeep.

A 15-foot boat seating four and five people, or an 18 or 20-foot boat seating seven people are both probably superior to a smaller boat. They are more seaworthy and will be a better investment. The rigging should be strong, but uncomplicated.

Fun boats such as a sail-fish and prams are good for camp programs. Prams can be constructed as senior craft projects.

Safety is of primary importance to a successful program in addition to following government boating regulations. All sailboats should be equipped with paddles and bailers (quart plastic buckets lashed to the boat are superior to tin cans.) Wearing life jackets should be made obligatory, thereby counteracting the danger of a child drowning after receiving a blow on the head in a tipping accident.

Tipping - all campers should have adequate swimming ability before being allowed to sail. A crash-boat should be readily available to speed to an emergency situation and several waterfront people should be familiar with its operation. A safety day should become a regular feature of all waterfront programs so that the campers can experience tipping and master the rountine. This removes any possible fears they may have and enables them to avoid being caught with their mast parallel to the surface of the lake.

The program should include both theory and practical work. Under the counselor's supervision, each camper should have a chance to take the tiller and feel he has control of the boat.

CANOEING (a case study)

Advantages

- healthful recreational activity
- easy to learn and instruct
- develops basic boating safety knowledge
- inexpensive
- quiet; non-polluting; excellent for fishing
- part of Canadian heritage
- safe.

Equipment Required

Canoes

- no more than six per qualified instructor
- type of canoe selected depends on use and personal preference (see table at end of case study for guidelines in selection.)

Paddles

- lightweight softwood recommended
- medium to wide beavertail blade
- foot to nose in length
- grain straight
- wood of constant color
- varnished-not painted
- laminated paddles are not recommended.

Storage

Canoes and paddles should be stored off the ground on racks and in the shade (with canoes inverted and paddles hanging up.)
Approved life jackets-three per canoe; storage area for life jackets required.

Care of Equipment

Care of Canoes

- don't pull a canoe onto a dock when water is in it
- don't jump into it when it is afloat
- don't sit or stand in a canoe on land
- don't force canoes over rocks or snags
- clean out sand frequently
- check and repair canoes regularily
- store as suggested above.

Clean and Refinish in Spring

- clean off sand and dirt with stiff brush, soap, and water
- dry and rub with medium, then fine sandpaper
- apply light coat of enamel in shade in warm weather
- after light coat, sand lightly before applying a second coat if needed
- if there are numerous patches, send to factory in fall for recanvassing
- varnish exposed wood on interior
- tighten loose rivets or screws
- too much paint will crack, Cracking paint should be removed with paint remover.

Care of Paddles

- store as suggested in paragraph on storage
- varnish once a year
- do not misuse for shovels, poles, weapons for water fights etc.

Program of Instruction Should Include

- swimming prerequisites
- safety knowledge
- general canoe knowledge-care, parts, positions, canoeing discipline, models, load limitations, repairs, portaging, salvage and rescue, etc.
- practical canoeing ability and experience-entry and exit, departing and docking, positions, rough water, paddling tandem, paddling alone, paddling in wind, racing, distance paddling, portaging, etc.
- style in paddling
- care of canoes and paddles
- practical construction of storage racks
- teaching methods and ability
- written and practical tests
- standards established with awards and privileges (available through OCA or Ronald H. Perry, The Canoe and You.)

Principles of Cannoeing Safety

- children should have beginner red cross or equivalent before being permitted to paddle a canoe
- one life jacket must be provided for each occupant in each canoe. Campers and counselors should always wear life jackets to set a good example
- keep centre of gravity low. This means don't stand, kneel on bottom, no horseplay, single paddler sits in bow facing stern; etc.
- use common sense. Don't overload. Don't go out in rough weather. Don't wear heavy shoes or boots. Don't shoot rapids; etc.
- hang on if canoe overturns
- overexposure to sun is always a danger.

SELECTION OF CANOES

	BUOYANCY IF OVERTURNED	WEIGHT	DURABILITY	MAINTANCE	MANOEUVERABILITY	NOISE AND APPEARANCE	COMMENTS
ALUMINUM	satisfactory air chambers provided	extremely lightweight	excellent	none-but any holes which may appear are very difficult to repair	usually very easy but very difficult in wind	tend to be noisy and hot	can stand up to really hard abuse
WOOD	good	very heavy	good	yearly sanding and varnishing	satisfactory	satisfactory	popular for all-purpose use at cottages and lodges
FIBERGLAS	satisfactory air chambers provided	lightweight	excellent	special kits available for repair	good	good	popular where canoes are to receive a great deal of hard use
CANVAS 16 foot CRUISER	good	heavy 60-80 lb	satisfac-tory, easily damaged on rocks	easy to repair occasional sanding, painting and varnishing	good	excellent	most popular for camping and canoe trips
CANVAS 12-14 foot	good	moderately heavy 45-65 pounds	satisfac-tory, easily damaged on rocks	easy to repair occasional sanding, painting and varn-ishing	excellent	excellent	popular for small bodies of water; short trips; passen-gers & smaller children

Speccial Events

OUT TRIP

What an Out Trip Is

Any activity which takes the campers away from the camp site is considered to be an out trip. Some examples are:

- hikes
- sleep outs
- bicycle hikes
- intercamp visitation
- back packing
- canoe trips

Factors to Consider

When deciding whether to include out trips as part of the program:

- philosophy
- budget
- transportation
- length of camp period
- overlap-activities shouldn't overlap programs already established in camp
- should be related to camping activities.

Factors to Consider when Planning Out Trips

- obtaining parent permission or making parents aware. Permission to leave camp should be included on camper application
- age group
- distance and time
- cost - If there is a cost to the camper this should be explained to parent
- safety-Name tags should be prepared containing such information as the camp, its phone, camper's name
- supervision- Number and type of staff that will accompany the group.

Case Studies

Following are articles on out trips

HIKING (A Case History)

There is nothing more challenging or exhilarating than walking down a country road, across a farmer's field, or along an abandoned road allowance. The hike may be taken with an objective in mind or just for the fun of being outdoors. Hiking may be a new experience for your day campers, since they usually are transported everywhere by car. An enthusiastic approach is essential to arouse the interest of the group.

Essential Pre-planning

- discuss the hike with your group. What to take. Purpose of the hike. What to wear
- get permission from director. We have the counselor draw a sketch of the route of the hike, and this is kept on file with a proposed time of departure and return. A list of all those going on the hike is attached.
- gather equipment
  - compass and map of area to be encountered
  - first aid equipment. A belt is useful with this equipment
  - food, canteens, cooking equipment.
- final details before departure
  - drink of water for all
  - toilet drill for everybody
  - distribute equipment to be taken, appropriate loads to size of camper
  - make sure each camper has proper attire, hat, sweater, comfortable shoes and socks
  - we have an assortment of small knapsacks and try to have the campers pack lunches, etc. in these. It is best to have the hands free
  - take along the camp phone number with enough money to phone back to camp.

Rules of the Road

- two counselors go on each hike with one at the head of the group and one at the rear
- when on the road, walk at the left side single file facing the traffic
- do not swim enroute, unless permission is given beforehand
- fires may only be lit with prior permission (property owner; director)
- learn to recognize poisonous plants and avoid same
- check during the hike for blisters. Use bandaid on any suspect areas
- watch for fatigue. Encourage the group to rest at frequent intervals. Try the Scouts Pace. Rest at least a half hour after lunch.

Rainy Day Hikes

Try a hike in the rain. There is nothing worse than sitting around on a rainy day. Just be sure your campers have adequate waterproof footwear, and a rainproof coat.

Nature Hikes

These can be most stimulating, provided the counselor has some knowldege of the terrain to be covered. It is a good idea to do a dry run with a knowledgeable person before taking campers. Be as excited about this sort of hike as you can. Your initial tone can generate enthusiasm or boredom.

Historical Hikes

Discover the history surrounding your particular camp area. Incorporate this information into the camp program and possibly use a site as the destination for a historical hike.

Bruce Trail Hikes

The length of the trail from Niagara through to Tobermory offers a wide range of possible back packing hikes. The beauty of the scenery and, in certain areas, the feeling of being completely away from modern civilization, makes for an ideal survival experience. Be sure to check on available campsites, distance between sites etc., before planning the actual trip. You may join the Bruce Trail Association by writing to 33 Hardale Crescent, Hamilton, Ontario. The Bruce Trail Guide book is available $3.00 for members $5.00 for non-members.

Geology Hikes

There are many areas that are suitable for geological studies. Look into the possibilities in your camp area.

Overnight Hikes

It is not difficult to arrange with some nearby property owner or local park authority for the right to camp overnight. Be sure to find out the conditions for fires and cooking, also sources of wood for the fires. Water is essential as are toilet facilities. This might be one way of easing the load on overnights - by decentralization.

Weather Forecasting

Good to know. Fun to try on hikes. Some basic principles help you to be prepared for those unexpected storms.

OVERNIGHTS AND CAMP CRAFT (a case study)

Overnights are one of the most important parts of a child's camping experience. Essentially the children stay at camp, sleeping in shelters and cooking their meals out-of-doors. Campers have an opportunity to live and work together in an atmosphere of cooperation for the common benefit of the group.

However, practices in the mechanics of conducting overnights vary tremendously from camp to camp.

In most camps campers begin staying on overnights at the age of eight. But there are instances of children of 4½ having overnight experience. Some camps offer one night, others up to a week-long overnight. It is best to schedule overnights in advance so that parents and campers can plan their family activities.

Actual Planning

Campers and counselors are usually involved in planning the menu and the program for overnights. Establish a routine roster with each camper sharing the responsibilities at the camp site:

- laying, lighting, maintaining the fire
- cooking, preparing and serving food
- washing dishes and campsite clean-up.

Campcraft should be stressed. Various types of shelters can be constructed. Rustic camp furniture can be made. The camper will enjoy working and planning the week previous to the actual overnight. We plan a council ring for those on overnights with songs, skits, storytelling and contests. These are also planned by the campers and counselors.

There will be adequate opportunity to test new recipes for outdoor cooking. Strive to have each camper emerge with some skills in the following areas of campcraft largely through his overnight experience:

Campcraft Skills (ages 4-6)

Wood

- collect wood for a fire and sort it into piles according to size
- understand the meaning of tinder, kindling and fuel
- collect different kinds of tinder, bark, pine cones, twigs, etc.
- know how to care for wood properly; sorted, off the ground, covered.

Fires

- know the rules of selecting a safe fireplace
- know safety precautions for building a fire
- help put out a fire properly.

Cooking
- understand what is meant by a one-pot meal and help cook one
- toast a slice of bread golden brown over the coals.

Tools
- know how to care properly for a knife, hatchet, saw
- how to carry, hand to someone, how to store.

Health and Safety
- help to clean up after each cook-out.

Nature
- learn something about one tree, bird, flower and animal
- learn to observe things.

Campcraft Skills (age 7)

Wood
- understand the difference between dry, green, rotten and dead wood; be able to identify each kind
- conservation of wood supply.

Fires
- help to build a good fire
- help to keep a fire going. Experiment to see why pine needles do not make good tinder. See that the fire needs air, place logs crossways or side by side to see which burns better.

Cooking
- try stick, aluminum foil, and hot rack cooking.

Tools
- learn to use a jackknife by making a fuzzstick
- learn to use a saw. Saw a board or small log to be used as a sign or bench,etc.

Knots
- learn to tie a square knot and why and when to use it.

Health and Safety
- know what to do for a burn or cut.

Orienteering
- learn to read a compass

Conservation and Nature
- find ways you could aid conservation around camp. Keep record of all new

things in nature that you observe.

Campcraft Skills (ages 8-9)

Wood
- understand the terms hard and soft wood, know the different uses for each
- be able to identify trees of each kind.

Fires
- build, light, and tend a fire alone. Know which types of cooking require hot flames, coals.

Cooking
- bake in a reflector oven
- know how to make and use a buddy burner and tin-can stove
- cook a one-pot meal.

Tools
- learn to use a hatchet properly and use it in making something for your campsite
- learn to sharpen a knife or hatchet properly.

Knots and Lashing
- learn clove hitch and square lashing
- help lash something for camp site; table, etc.

Orienteering and Hiking
- know the points of the compass
- know what to do if you are lost in the woods
- know good hiking practices and follow them for 1 mile.

Health and Safety
- know how to dispose of garbage, papers and liquids
- know how to construct a grease pit and help make one
- organize a good system for washing dishes.

Nature
- continue to keep a record of new things observed and start a collection in one area; rocks, flowers, leaf-prints.

General
- know what equipment is needed for an overnight, why.

Campcraft Skills (ages 10-11)

Fires
- build a fire with wet wood or on a rainy day
- know the methods of starting a fire under such conditions; split logs, birch bark, fuzz sticks, and patience.

Cooking
- know how to make five recipes used frequently
- know the methods of cold storage, try one
- practice cooking meals.

Tools
- chop through a two inch log for the woodpile
- learn how to split wood safely.

Knots and Lashing
- know bowline and half-hitch
- know diagonal, sheer and continuous lashing to make something.

Tent
- learn the terms, guy line, ridge, grommet, etc.

Health and Safety
- know what equipment is taken on hikes and the treatment for blisters, fainting, sprains, and sunburn
- take complete charge of clean up after cook-out.

Orienteering
- read a road and topo map and use them on a hike
- find directions using map and compass
- know how to tell direction by sun, stars, watch.

Nature
- make something to help your observation of nature; birdhouse, net, insect cage, terrarium
- learn how to play some nature games such as treasure hunt.

General
- go on an overnight and show that you are a good all-round campcrafter.

Campcraft Skills (age 12 and up)

Fires
- know how to build trench, hunter's teepee, log cabin, altar type fires. Learn the purpose of each one.

Cooking

- do a beanhole or barbecue.

Tools

- learn to chop with an axe.

Knots

- be able to whip a rope.

Tents

- learn of the different tents, types of sleeping bags, purpose of trenching, etc.

General

- be able to improvise cooking and camping equipment, toaster, crane, reflector oven. Make one improvised object
- take complete charge of a cook-out, menu planning, organizing woodpile, cooking, fires, and clean-up grounds.
- go on overnight trip and help pack food and equipment, set up campsite
- construct, outline and discuss procedure for arranging and building a permanent campsite. Two fireplaces, one with a crane, dry woodpile, chopping block, cold storage pit, dishwater drain, and grease pit, table, dishwashing stand, benches, cupboard, tent, etc.

Nature

- learn about weather prediction and try it
- plan and carry out a project, planting trees, raising insects, making rock and mineral collections, setting up weather station.

OVERDAYS (A case study)

One camp initiated a new after 4 program one summer, the overday. One group of campers stay at the camp for a lengthened program after the rest of the campers have gone home. Then this group goes home at approximately 8:00 p.m. Two groups of 5 to 7 year-old boys and 6 to 8 year-old girls experienced the overday. Although the immediate intention of an overday for this young age group was preparation for overnights we realized that it was much more beneficial to all who were concerned.

Both groups had special day programs to make use of the extra time. The girls had Hawaiian day. In the morning they made costumes and planned skits appropriate for the day. In the afternoon, they had a Hawaiian treasure hunt. When the rest of the campers were leaving, they went for an extra swim which is always a thrill. Then they prepared for their cookout supper. The menu was shishkabob, with rice and pineapple for dessert. Each girl skewered and cooked her own food under counselor supervision. They then went rowboating. To finish the day they cooked marshmallows around the campfire. At this time the parents came to pick up their tired but happy daughters.

The boys' day was equally exciting. They had a pirate's day. Like the girls, they had a swim when the other campers were going home. After the swim they had their cookout supper. They finished their day with a "capture the flag" pirate game and a campfire with marshmallows and cookies.

Preparation is the essence of a successful overday. In the first place, the counselor must call the parents to ask for permission to allow their children to stay on the overday. Then, the counselors must plan the program for the overday. As we have seen, the program attempts to keep the camper busy at all times, taking advantage of the facilities of the campsite. In the preparation great emphasis is placed on the cookout supper. Each camper is given specific duties to perform to give each a sense of responsibility. The food to be cooked is chosen with great care in order that the camper can prepare as much of his own meal as possible. All of this is done under careful counselor supervision.

For the campers, this type of program satisfies the major desire to have fun. The counselors can pick the program which the campers like the best because of the extended time and the free facilities, since the other campers are not there.

Besides the aspect of enjoyment, the overday prepares the campers for overnights. This is an opportunity to cure the camper of the fears when no one else is at the camp. Moreover, it is essential to discover whether the child is ready for the overnights. We felt it important, however, that the child was not forced to stay on the overday. If the campers wanted to go home we did not stop them, even though we encouraged them to stay at the camp. The swim, while the other campers were leaving, served its purpose. These campers did not see their

brothers, sisters and friends leaving so they would not get homesick. Throughout the next four hours the campers are kept busy at all times.

The counselor gains by the overday also. He finds out if a camper is ready for an overnight by the camper's actions on the overday. The counselor will see if the camper can take an overnight physically and will know how to treat each camper according to his actions on overday. As a side highlight, the counselor meets the parents when they pick up their children. This finishing touch for the day is an excellent form of public relations. The child goes home tired and happy, with dirty clothes and marshmallow all over his face.

PARENTS NIGHTS (a case study)

Someone who does something with a great deal of zeal and enthusiasm is of course the kind of person we want in camping. However, people who do this but who have lost sight of their objective or aim are a little fanatical. Are we fanatical about parents' nights? If we do have a purpose is it realistic and up to date? Do we just have parents' nights because that's what camps are supposed to do? Are parents' nights really for parents, for campers, for families, for friends, or just for the directing staff to show off or sell their camp? Before anyone even considers organizing a parents' night, he must first make an honest appraisal of the reason for the night. Maybe the conclusion will be that there is no real purpose at all, but I certainly hope not.

In day camping the camper brings camp home with him every day. It is discussed at supper and during the evening. So when a family comes to an evening at camp, it is in fact a second visit. I feel that the evening should be one of going to camp with Bill, not going to see Bill at camp.

The parents nights often enjoyed the most are those where the visitors are met at camp by the directing staff and given the layout of the camp and some general directions. Guests go on a short tour to see the camp as a whole, look at projects and meet the counselors. The guests are called in to a central area and given a general outline of the evening. Campers and their friends then go to their own tent area for camp program in which everyone participates.

Further Reading

I Arts & Crafts

II Books to Read to Children

III Camping & Campcraft

IV Cookery - Outdoors - Wild Foods

V Drama

VI Indian Lore

VII Music

VIII Orienteering

IX Outdoor education

X Outdoor Life

XI Program

XII References

XIII Science & Nature Lore

XIV Sports, Games, Aquatics

I ARTS & CRAFTS

Craft Projects for Slow Learners by Schmidt, A. John Day (Longmans Canada) 1968

Crafts for Retarded by McNeice, W.C. & Benson, K.R. McKnight (Van Nostrand, Canada), 1964

Creative Crafts for Campers by Hammett, C.T. & Horrocks, C.M. Association (Welch, Canada), 1957

Creative Nature Crafts by Bale, R.O. Burgess (McAinsh, Canada) 1959

Fun With Fabrics by Leaming, J. Lippincott (Hollinger House, Canada)

The Golden Book of Indian Crafts and Lore by Hunt B. Simon & Shuster, Canada

The Golden Book of Nature Crafts by Saunders, J. Golden (Fitzhenry & Whiteside, Canada)

Hunt's Big Indiancraft Book by Hunt, B. Bruce (Collier-MacMillan, Canada), 1968

Linoleum Block Printing by Kafka McNight (Van Nostrand, Canada) 1955

Make It and Use It by Carlson, B.W. Abingdon (Welch, Canada) 1958 (Paper)

Nature Craft by Jaeger, E. Collier-Macmillah, Canada, 1950

Outdoor Hobbies by Williams, G.R. Studio Vista (Collier Macmillan Canada)

Silk Screen Printing by Eisenberg, H. & Kafka McKnight (Van Nostrand Canada), 1957

II BOOKS TO READ TO CHILDREN

Bibiography of Books for Children ed. by Sunderlin, S. Ass'n for Childhood Educational Int'l (Ace Canada) (Paper)

The Haunters of the Silences by Roberts, C.G.D. Page

Neighbours Unknown by Roberts, C.G.D. Macmillan (Macmillan, Canada)

Stories to Tell or Read Aloud by Simley, A. Burgess (McAinsh Canada) 1962

A Storyteller's Choice by Colwell, E. Bodley Head (Queenswood House Canada) 1963

Under Open Skies by Edgar, M.S. Clarke Irwin. Canada 1955

Way of the Storyteller by Sawyer, R. Viking (Macmillan, Canada) (Paper)

III CAMPING & CAMPCRAFT

Boy Scouts of America Camping, Boy Scouts of America (Gr. 6-12) 1966 (Paper)

Boy Scouts of America Pioneering BSA 1967 (Gr. 6-12) (Paper)

Camp Counseling, Mitchell, Crawford, Robberson W. B. Saunders 1970

Camping and Woodcraft by Kephart, H. Collier-Macmillan, Canada 1948

Camping Crafts, Mason, Bernard S. A. S. Barnes 1973

The Complete Snow Camper's Guide, Bridge, Raymond Scribner 1973

The Golden Book of Camping and Campcraft by Lynn, G. Golden (Fitzhenry & Whiteside, Canada) 1959

The Golden Guide to Camping by Smallman, R. Golden (Fitzhenry & Whiteside, Canada)

The Joy of Camping: The complete 4 seasons, 5 senses guide to enjoying the great outdoors (without destroying it) Langer, Richard W. Saturday Review Press (E.P. Dutton) 1973

Kids Camping by Paul, Aileen Doubleday (gr. 4-8) 1973

Survival Outdoors by Swift, Clyde A. ed. Dial 1972

Your Own Book of Campcraft by Hammett, C.T. Pocket Books, 1971

IV COOKERY - OUTDOORS

Betty Crocker's new Outdoors Cookbook Crocker, Betty Golden Press 1967

Food for Knapsackers and Other Trail Travellers, Brunelle, Hasse Sierra

Wilderness Cooking, Berglund, Bernat & Bolsby, Clare Scribner 1973

Wilderness Cookery, Angier, Bradford Stackpole 1970

COOKERY (WILD FOODS)

Feasting free on wild edibles by Angier, Bradford Stackpole 1972

The Outdoor Cook's Bible by Bates, J.A. Doubleday, Canada 1963

V DRAMA

Act It Out by Carlson, P. Abingdon (Welch, Canada) 1956 (Paper)

Children and Dramatics by Crosscup, R. Scribner (Saunders, Canada) 1966

Creative Dramatics: An Art for Children by Siks, G. B. Harper (Fitzhenry & Whiteside, Canada) 1958

Creative Dramatics for Handicapped Children by Schattner, R. John Day (Longmans, Canada), 1967

Creative Play Acting by Burger I. B. Ronald (Smithers & Bonellie, Canada) 1966

Dance a While by Harris W. Burgess (McAinsh, Canada), 1968

Fun With Skits, Stunts and Stories by Eisenberg, H. Association (Welch, Canada) 1955

An Introduction to Dramatics for Children by Taylor, L. E. Burgess (McAinsh (Canada) 1965

Playmaking with Children, from Kindergarten Through Junior High School - 2nd. ed. by Ward, W. L. Appleton-Century Crofts (McAinsh Canada), 1957

A Second Storyteller's Choice by Colwell, E. Bodley Head (Queenswood House, Canada), 1965

Seven Steps to Creative Children's Dramatics by Walker P. P. Hill & Wang (Fitzhenry & Whiteside, Canada), 1957

VI INDIAN LORE

Canada's National Parks by Dept. of Indian Affairs Queen's Printer, Canada 1967

Indians of British Columbia - Dept. of Indian Affairs Queen's Printer Canada 1969

Indians of Ontario - Dept. of Indian Affairs Queen's Printer, Canada 1966

Indians of Quebec and the Maritime Provinces - Dept. of Indian Affairs Queen's Printer, Canada

Indians of the Prairie Provinces - Dept. of Indian Affairs Queen's Printer, Canada 1967

Three Prehistoric Iroquois Components in Eastern Ontario by Pendergast, J. F. Queen's Printer, Canada 1966

VII MUSIC

Fireside Book of Folk Songs - Simon & Shuster, Canada

Folk Songs of Canada by Fowke, E. F. & Johnston, R. Waterloo Pub., Canada 1954

Hope Through Doing....and a Time to Dance by Canner, N. & Klebanoff, H. Beacon (Saunders, Canada), 1968

Lift Your Voices Again - C.G.I.T. Canadian Council of Churches

Music Activities for Retarded Children by Ginglend, D. & Stiles W. Abingdon (Welch, Canada), 1965

Music Skills for Recreation Leaders by Baird, F. Brown (Burns & MacEachern, Canada), 1963

The New Golden Song Book by Wessels, K.T. Golden (Fitzhenry & Whiteside, Canada)

Song Session - Canadian Song Book Remick Music Corp (Canadian Music Sales Canada)

Songs Children Like by Ass'n for Childhood, Educational Int'l (Ace, Canada), (Paper)

VIII ORIENTEERING

Be Expert with Map and Compass by Kjellstrom, B. Orienteering Service (Stackpole, Canada), 1968

By Map and Compass, by Mustard, C.A. Macmillan, Canada 1950

Orienteering by Disley, J. Putnam's (Longmans, Canada), 1967

IX OUTDOOR EDUCATION

Field Study Manual for Outdoor Learning, Milliken, Margaret, et al. Burgess 1968

Finnish Cook Book, Ojakangas, Beatrice A. International Cook Book Service Crown 1964

Finnish food for your table, Benton, Peggie (illus) International Publications 1970

Good Earth Almanac Survival Handbook, Gregory, Mark Sheed 1973

Outdoor Education, Smith, Julian et al 2nd ed. Prentice-Hall, 1972

Outdoor Education: a book of readings, Hammerman, Donald R. & Hammerman, William M. 2nd. ed. Burgess 1973

Outdoor Education: principles & practice, Garrison, Cecil C.C.Thomas, 1966

Perspectives on Outdoor Education: Readings, Donaldson, George W. & Goering, Oswald Wm. C. Brown 1972

Teaching in the Outdoors, Hammerman & Hammerman 2nd ed. Burgess 1973 (Paper)

Tips & Tricks in Outdoors Education, Swan, Malcolm D. ed. Interstate 1970 (Paper)

Wilderness Survival, Berglund, Berndt Scribner 1972

X OUTDOOR LIFE

Food-from-the-woods-cooking, Angier, Bradford Macmillan 1973 (Paper)

Free for the Eating, Angier, B. Stackpole (McLeod, Canada) 1966

How to stay alive in the woods, Angier, B. Macmillan 1966 (Paper)

The New Way of Wilderness, Rustrum, C Collier-Macmillan, Canada 1966

On Your Own in the Wilderness, Angier, B. & Whelen Stackpole(McLeod, Canada) 1958

Outdoor Living, Bale, R.O. Burgess (McAinsh, Canada) 1961

Skills for taming the wilds Angier, B. Stackpole 1967

Skills for taming the wilds: handbook of woodcraft wisdom, Angier, B. Pocket Books 1972 (Paper)

Wildwood Wisdom, Jaeger, E. Collier-Macmillan, Canada 1966

XI PROGRAM

Camp Counselor's Manual by Ledlie and Holbein Association (Welch, Canada), 1968

The Camp Counselor's Book by Northway, M.L. & Lowes, B.G. Burgess (McAinsh Canada) 1963

The Camp Program Book by Hammett, C. Association (Welch, Canada), 1951

Complete Book of Campfire Programs by Thurston, L. Association (Welch, Canada), 1958

The Day Camp Program Book by Musselman, V.W. Association (Welch, Canada) 1963

File O' Fun by Harris, J. Burgess (McAinsh, Canada) 1962

The Fun Encyclopedia by Harbin, E.D. Abingdon (Welch, Canada)

The Fun in Winter Camping by Edgren & Peterson Association (Welch, Canada), 1967

Good Times Around the Campfire by Thurston, L.A. Association (Welch, Canada), 1967

Light From a Thousand Campfires by Webb, K.B. Burgess (McAinsh, Canada) 1965

Nature in Recreation by Ickis, M. Barnes (Smithers & Bonellie, Canada) 1965

Nature Recreation - Second Edition by Vinal, W.G. Dover (General, Canada), 1963

Play Activities for the Retarded Child by Carlson, B.W. &Ginglend, D. Abingdon (Welch, Canada), 1961

Program Activities for Camps by Berger, J. Burgess (McAinsh, Canada), 1969

XII REFERENCES

Contacts or correspondence with suitably informed people is always helpful. These organizations are prepared to assist and through them the address of their nearest club may be obtained. Their publications also contain useful information.

The Bruce Trail Assoc., 33 Hartdale Cres., Hamilton 56, Ont.
The Federation of Ontario Naturalists, 1262 Don Mills Road, Suite 49, Don Mills, Ontario.
Canadian Nature Federation, 46 Elgin St., Ottawa, Ont. K1P 5K6
Canadian Red Cross Society (Ontario Division Water Safety)
460 Jarvis Street, Toronto, Ont. M4Y 2H5
Ontario Orienteering Assoc., 559 Jarvis St., Toronto, Ont. M4Y 2J1
Royal Life Saving Society, 559 Jarvis St., Toronto, Ont. M4Y 2J1

Federal Government - all publications of the Federal Government must be obtained on prepaid order forms from the Queen*s Printer, Ottawa, or from their stores, such as Yonge and Shuter Sts., Toronto.

Provincial Government - Ontario Government Book Store, 880 Bay Street, Toronto, Ont. M7A 1N8

XIII SCIENCE & NATURE LORE

Air by Preston, E.M. Ryerson, Canada, 1965

The Amateur Naturalist's Handbook by Brown, V. Little, Brown (Hollinger House, Canada)

Animal Tracks, ed. by Peterson Houghton, Mifflin (Thos. Allen, Canada)

Animals Without Backbones by Pfadt, R.E. Ryerson, Canada, 1968

Animals and Man - a CBC Publication Queen's Printer, Canada

Bionics of the Sandhill Crane by Stephen, W.J.D. Queen's Printer, Canada 1967

Birds ed. by Peterson, R.T. Houghton, Mifflin (Thos. Allen, Canada)

The Birds by Peterson, R.T. Time Inc. (Gage, Canada).

Birds by Wasson, I.B. Ryerson, Canada, 1962

The Book of Reptiles and Amphibians by Bevans, M.H. Doubleday, Canada, 1956

The Bright Idea Book by Gray, M. & Urban, R. Dutton (Clarke Irwin, Canada)

Butterflies by Brouillette, J.S. Ryerson, Canada 1967

Butterflies ed. by Peterson, R.T. Houghton Mifflin (Thos. Allen, Canada)

Butterflies and Moths by Mitchell, R. T. Golden (Fitzhenry & Whiteside, Canada), 1964

Canadian Atlantic Sea Shell by Bousfield, E. L. Queen's Printer, Canada, 1960

Canadian Wildlife Service Report, Series No. 1 by Novakowski, N. S. Queen's Printer, Canada, 1966

Canadian Wildlife Service '66 by Dept. of Indian Affairs Queen's Printer, Canada 1967

The Climate of Canada - Meteorological Branch, Dept. of Transport Queen's Printer, Canada, 1967

Collection and Care of Botanical Specimens - Dept. of Agriculture Queen's Printer, Canada, 1962

Conservation Education by Brown & Mouser Burgess (McAinsh, Canada), 1964

Creatures of the Night by Sterling, C. Doubleday, 1960

Deer by Feilen, J. Ryerson, Canada 1967

Doubleday First Guide to Rocks by Shuttlesworth, D. Doubleday 1963

Edible & Poisonous Mushrooms of Canada by Groves, J. W. Queen's Printer, Canada, 1962

Everyday Weather and How It Works by Schneider, H. McGraw-Hill, Canada 1961

Ferns ed. by Peterson, R. T. Houghton Mifflin (Thos. Allen, Canada)

Field Book of American Mammals by Hillcourt, W. Putman's (Longmans, Canada)

Field Book of Common Ferns by Hillcourt, W. Putnam's (Longmans, Canada)

Field Book of Common Mushrooms by Hillcourt, W. Putnam's (Longmans, Canada)

Field Book of Insects by Hillcourt, W. Putnam's (Longmans, Canada)

The Fieldbook of Natural History by Palmer, E. L. McGraw-Hill, Canada, 1949

Field Book of Nature Activities by Hillcourt, W. Putnam's (Longmans, Canada), 1961

Field Book of Ponds and Streams by Hillcourt, W. Putnam's (Longmans, Canada)

Field Book of Snakes by Hillcourt, W. Putnam's (Longmans, Canada)

Field Book of Trees and Shrubs by Hillcourt, W. Putnam's (Longmans, Canada)

A Field Guide to the Birds by Peterson, R.T. Houghton Mifflin (Thos. Allen, Canada)

Field Trips & Ecology for Youth Groups by Nickelsburg, J. Burgess (McAinsh, Canada) 1966

Fishes by Zim, H.S. Golden (Fitzhenry & Whiteside, Canada), 1956

Fishes of Ontario by MacKay, H.H. Department of Lands and Forests, Canada

Flowers by Zim, H.S. Golden (Fitzhenry & Whiteside, Canada), 1950

Forest Flora of Canada Queen's Printer, Canada 1958

The Fossil Book by Fenton, C. Doubleday, 1958

Fossils by Rhodes, F.H.T. Golden (Fitzhenry & Whiteside, Canada) 1962

Freshwater Fishes in Eastern Canada by Scott, W.B. University of Toronto, Canada, 1955, 1967

The Frogs, Toads, and Salamanders of Eastern Canada by Logier, E.B.S. Clarke Irwin, Canada, 1952

Fun-Time Terrariums and Aquariums by Leavitt, J. & Huntsberger, J. Childrens (Jack Hood, Canada), 1961

The Golden Book of Wild Animal Pets by Pinny, R. Golden (Fitzhenry & Whiteside, Canada), 1959

I Live With Birds by Ivor, R. Ryerson, Canada 1968

Insects by Baranowski, R.M. Golden (Fitzhenry & Whiteside, Canada), 1964

Insects by Brouillette, J.S. Ryerson, Canada, 1963

It's in the Wind by Hornsteain, R.A. Queen's Printer, Canada, 1965

Learning About Nature Through Games by Musselman, V. Stockpole (McLeod, Canada), 1967

Life Nature Library-Topics such as: The Universe, Insects, The Forest, The Earth, The Sea, etc. by the Editors of Life Time Inc. (Gage, Canada)

Mammals ed. by Peterson, R.T. Houghton Mifflin (Thos. Allen, Canada)

Marine Life by Dehaas, W. & Knoor, F. Ryerson, Canada, 1968 (Paper)

Native Wild Plants of Eastern Canada by Montgomery, F.H. Ryerson, Canada 1962

Pesticides and Pollution by Mellanby, K. Collins, Canada 1967

Pond Life by Englehardt, W. Ryerson, Canada, 1968

The Reptiles by Inger, R.F. Ryerson, Canada 1966

Reptiles and Amphibians ed. by Peterson, R.T. Houghton Mifflin (Thos. Allen Canada)

Reptiles and Amphibians by Zim, H.S. Golden (Fitzhenry & Whiteside, Canada), 1957

Rock Book by Fenton, C. Doubleday

Rocks and Minerals ed. by Peterson, R.T. Houghton, Mifflin (Thos. Allen Canada)

Rocks and Minerals by Zim, H.S. Golden (Fitzhenry & Whiteside, Canada). 1957

Rock and Mineral Collecting in Canada, Vol. 3 by Sabina, A.P. Queen's Printer Canada, 1965

Science for Camp and Counselor by Harty, W.T. Association (Welch, Canada), 1964

Selected Sources of Information for Interpretive Naturalists by Assoc. of Interpretive Naturalists, 1969

The Sierra Club Wilderness Handbook ed. by Brower, D. Ballantine (paper)

The Sky Observer's Handbook by Mayall, N. Golden (Fitzhenry & Whiteside, Canada), 1961, 1959

Small Pets from Woods and Fields by Buck, N.W. Abingdon (Welch, Canada), 1960

Snakes by Meeks, E.K. Ryerson, Canada, 1962

Soil by Cromer, R. Ryerson, Canada 1967

The Stars, A New Way to See Them by Rey, H. A. Houghton, Mifflin (Thos. Allen, Canada), 1962

The Strange Lives of Familiar Insects by Teale, E.W. Dodd, Mead (Hollinger House, Canada), 1962

Treasure in the Rock by Bush, H. University of Mich. (Longmans, Canada), 1960 4 volumes

Trees by Zim, H.S. Golden (Fitzhenry & Whiteside, Canada), 1956

Trees and Shrubs ed. by Peterson, R.T. Houghton Mifflin (Thos. Allen, Canada)

Water by Carona, P.B. Ryerson, Canada, 1967

Weather by Lehr, P.E. Golden (Fitzhenry & Whiteside, Canada), 1965

Weather by May, J. Ryerson, Canada, 1967

Weather Ways - Meteorological Branch Queen's Printer, Canada 1969

Weeds of Canada- Revised - Dept. of Agriculture Queen's Printer, Canada, 1970

Wildflower Guide by Wherry, E. Doubleday, 1948, 1965

XIV SPORTS, GAMES, AQUATICS

Active Games and Contests by Donnelly, Helms, Mitchell Ronald (Smithers & Bonellie, Canada)

Canoeing by Handel, C.W. Ronald (Smithers & Bonelli, Canada) 1956

Canoeing for Beginners by Perry, R. Association (Welch, Canada), 1967 (Paper)

The Complete Book of Archery by Gannon, R. Coward-McCann (Longmans, Canada) 1964

The Handbook of Swimming and Water Sports by Edmundson, J. Barker (Ryerson, Canada), 1965

Instructions to Young Swimmers by Juba, W.J. Museum (General, Canada), 1968

Water Fun for Everyone - Council for National Cooperation in Aquatics Association (Welch, Canada), 1965

There are additional books on these topics, some of which are out of print or are distributed by American publishers who do not maintain Canadian representation. Access to such books may often be gained at local public libraries or in the personal libraries of individuals associated with camping.